

OKLAHOMA ACADEMIC STANDARDS

HEALTH



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

PreK-12 Health Education Standards

Introduction

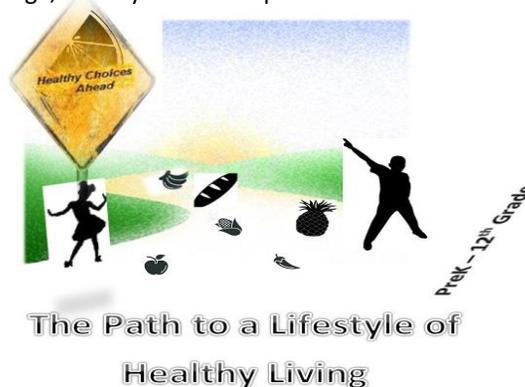
The overarching goal of school health education in Oklahoma is to ensure that schools aged youth become health literate individuals who possess the skills, knowledge and dispositions to lead healthy active lives. The health education content standards and respective grade level-specific performance outcomes presented here provide the expectations that school programs and services will set for all Oklahoma students.

The compilations of the standards are from extensive collaboration and research by three committees (Executive, Writing and Drafting). The committees had representatives from Oklahoma physical education/health teachers, principals, university physical education/health professors, parents and state agency representatives. The research consisted of reviewing evidenced based materials, including research of other state and national standards.

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

An effective health education program offers all students the opportunity to gain the needed skillfulness, knowledge and dispositions toward healthy lifestyles. The eight health education standards provide a framework for physical educators across Oklahoma to ensure school aged students become physically literate.

It is the responsibility of schools to provide opportunities for all students to become competent, literate and enthusiastic learners, in ways that make health class a highly desired, enjoyable, and worthwhile experience. Students who participate in effective health education programs receive a variety of benefits in the areas of decision- making, goal setting and knowledge, so they can develop essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors.



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Development and Review of the Standards

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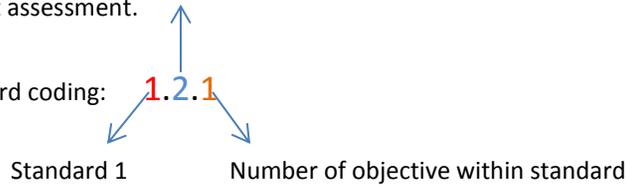
Special thanks are extended to the above list of committee members. The extensive hours that were spent on this document reflects the dedication and commitment this group has to the youth of Oklahoma.

Oklahoma Academic Standards for Physical Education are to provide a framework for schools and teachers to develop an aligned health curriculum. The standards in this document were informed by *National Standards & Grade-Level Outcomes for K-12 Physical Education*. (SHAPE America, Society of Health and Physical Educators, 2014) and *Healthy Youth Standards* (Center for Disease Control and Prevention, 2013).

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The standards are designed to articulate specifically what students should *know or be able to do* in support of each standard by the conclusion of each of the following grade spans: Pre-K–Grade 2; Grade 3–Grade 5; Grade 6–Grade 8; and Grade 9–Grade 12. The performance indicators serve as a blueprint for organizing student assessment.

Example of standard coding:



Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 1	PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
	1.2.1. Identify that healthy behaviors affect personal health (e.g., healthy eating, adequate sleep, physical activity, positive peer interactions).	1.5.1. Describe the relationship between healthy behaviors and personal health.	1.8.1 Analyze the relationship between healthy behaviors and personal health.	1.12.1 Predict how healthy behaviors can affect health status.
	1.2.2. Recognize that there are multiple dimensions of health (e.g., physical, emotional, social, environmental).	1.5.2 Identify examples of emotional, intellectual, physical and social health. (e.g. relationship between feelings and behaviors, appropriate ways to express and deal with emotions, identify characteristics of healthy relationships and self-control, developing healthy study skills).	1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.	1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.

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	1.2.3. Describe ways to prevent communicable diseases.	1.5.3 Describe ways in which a safe and healthy school and community environment can promote personal health (e.g., safe playgrounds, tobacco free schools/communities, and bully free zones).	1.8.3 Analyze how the environment affects personal health.	1.12.3 Analyze how environment and personal health are interrelated.
	1.2.4. List ways to prevent common childhood injuries.	1.5.4. Describe ways in which a safe and healthy school and community environment can promote personal health (e.g., safe playgrounds, tobacco free schools/communities, and bully free zones).	1.8.4. Describe how family history can affect personal health (e.g., genetics and/or family behavior patterns).	1.12.4. Analyze how genetics and family history can impact personal health.
	1.2.5. Describe why it is important to seek health care.	1.5.5. Describe when it is important to seek health care (e.g., for routine visits, when injured or sick, or for emotional health needs).	1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.	1.12.5. Propose ways to reduce or prevent injuries and health problems.

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			1.8.6. Explain how appropriate health care can promote personal health.	1.12.6. Analyze the relationship between access to health care and health status.
			1.8.7. Describe the benefits of and barriers to practicing healthy behaviors.	1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
			1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.	1.12.8 Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors.
			1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.	1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

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Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Standard 2	PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
	2.2.1. Identify how the family influences personal health practices and behaviors.	2.5.1. Describe how the family influences personal health practices and behaviors.	2.8.1. Examine how the family influences the health of adolescents.	2.12.1. Analyze how family influences the health of individuals.
	2.2.2. Identify what the school can do to support personal health practices and behaviors.	2.5.2. Identify the influence of culture on health practices and behaviors (e.g., culture may include geography, race, ethnicity, gender, age, society).	2.8.2. Describe the influence of culture on health beliefs, practices and behaviors.	2.12.2. Analyze how culture supports and challenges health beliefs, practices and behaviors.
	2.2.3. Describe how the media can influence health behaviors.	2.5.3. Identify how peers can influence healthy and unhealthy behaviors.	2.8.3. Describe how peers influence healthy and unhealthy behaviors.	2.12.3. Analyze how peers influence healthy and unhealthy behaviors.

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		2.5.4. Describe how the school and community can support personal health practices and behaviors.	2.8.4. Analyze how the school and community can affect personal health practices and behaviors (e.g. tobacco free, healthy food access, safe bike routes, walking school buses, etc.).	2.12.4. Evaluate how the school and community can impact personal health practice and behaviors.
		2.5.5. Explain how media influences thoughts, feelings, and health behaviors.	2.8.5. Analyze how messages from media influence health behaviors.	2.12.5. Evaluate the effect of media on personal and family health.
		2.5.6. Describe ways that technology can influence personal health.	2.8.6. Analyze the influence of technology on personal and family health.	2.12.6. Evaluate the impact of technology on personal, family and community health.
			2.8.7. Explain how the perceptions of norms influence healthy and unhealthy behaviors.	2.12.7. Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
			2.8.8. Explain the influence of personal values and beliefs on individual health practices and behaviors.	2.12.8. Analyze the influence of personal values and beliefs on individual health practices and behaviors.

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			<p>2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p>	<p>2.12.9. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p>
			<p>2.8.10. Explain how school and public health policies can influence health promotion and disease prevention.</p>	<p>2.12.10. Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p>

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Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.

Standard 3	PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
	3.2.1. Identify trusted adults and professionals who can help promote health.	3.5.1. Identify characteristics of valid health information, products and services (e.g., reliable, dependable, appropriate, accurate or trustworthy).	3.8.1. Analyze the validity of health information, products and services.	3.12.1. Evaluate the validity of health information, products and services.
	3.2.2. Identify ways to locate school and community health helpers.	3.5.2. Locate resources from home, school and community that provide valid health information.	3.8.2. Access valid health information from home, school, and community.	3.12.2. Use resources from home, school and community that provide valid health information.
			3.8.3. Determine the accessibility of products that enhance health.	3.12.3. Determine the accessibility of products and services that enhance health.
			3.8.4. Describe situations that may require professional health services.	3.12.4. Determine when professional health services may be required.
			3.8.5. Locate valid and reliable health products and services.	3.12.5. Access valid and reliable health products and services.

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Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 4	PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
	4.2.1. Demonstrate healthy ways to express needs, wants and feelings.	4.5.1. Demonstrate effective verbal and non-verbal communication skills to enhance health.	4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.	4.12.1. Utilize skills for communicating effectively with family, peers, and others to enhance health.
	4.2.2. Demonstrate listening skills to enhance health.	4.5.2. Demonstrate refusal skills to avoid or reduce health risks.	4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.	4.12.2. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
	4.2.3. Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.	4.5.3. Demonstrate non-violent strategies to manage or resolve conflict.	4.8.3. Demonstrate effective conflict management or resolution strategies.	4.12.3. Demonstrate strategies to prevent, manage or resolve interpersonal conflicts without harming self or others.
	4.2.4 Demonstrate ways to tell a trusted adult when in an unwanted, threatening or dangerous situation.	4.5.4. Demonstrate how to ask for assistance to enhance personal health.	4.8.4. Demonstrate how to ask for assistance to enhance the health of self and others.	4.12.4. Demonstrate how to ask for and offer assistance to enhance the health of self and others.

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Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 5	PreK-2	Grades 3-5	Grade 6-8	Grade 9-12
	5.2.1. Identify situations when a health-related decision is needed (e.g., dealing with interpersonal conflict, managing anger, nutrition, safety, hygiene).	5.5.1. Identify health-related situations that might require a decision.	5.8.1. Identify circumstances that can help or hinder healthy decision making.	5.12.1. Examine barriers that can hinder healthy decision making.
	5.2.2. Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	5.5.2. Analyze when assistance is needed when making a health-related decision.	5.8.2. Determine when health-related situations require the application of decision-making skills.	5.12.2. Determine the value of applying a decision making skills in health related situations.
		5.5.3. List healthy options to health related issues or problems.	5.8.3. Distinguish when individual or collaborative decision making is appropriate.	5.12.3. Justify when individual or collaborative decision making is appropriate.
		5.5.4. Predict the potential outcomes of each option when making a health related decision.	5.8.4. Distinguish between healthy and unhealthy alternatives of health-related decisions.	5.12.4. Generate alternatives to health-related issues or problems.

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		5.5.5. Choose a healthy option when making a decision.	5.8.5. Predict the potential short-term impact of healthy and unhealthy alternatives to a health related decision.	5.12.5. Predict the potential short and long-term impact of each alternative on self and others.
		5.5.6. Describe the outcomes of a health related decision.	5.8.6. Choose healthy alternatives over unhealthy alternatives when making a decision.	5.12.6. Defend the healthy choice when making decisions.
			5.8.7. Analyze the outcomes of a health related decision.	5.12.7. Evaluate the effectiveness of health-related decisions.

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Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 6	PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
	6.2.1. Identify a short-term personal health goal and take action toward achieving the goal.	6.5.1. Identify a personal health goal and track progress toward its achievement.	6.8.1. Assess personal health practices.	6.12.1. Assess personal health practices and overall health status.
	6.2.2. Identify who can help when assistance is needed to achieve a personal health goal.	6.5.2. Identify resources to assist in achieving a personal health goal.	6.8.2. Develop a goal to adopt, maintain, or improve a personal health practice.	6.12.2. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
			6.8.3. Apply strategies and skills needed to attain a personal health goal.	6.12.3. Implement strategies and monitor progress in achieving a personal health goal.
			6.8.4. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	6.12.4. Formulate an effective long-term personal health plan.

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Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 7	PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
	7.2.1. Demonstrate healthy practices and behaviors to maintain or improve personal health.	7.5.1. Identify responsible personal health behaviors.	7.8.1. Explain the importance of assuming responsibility for personal health behaviors.	7.12.1. Analyze the role of individual responsibility in enhancing health.
	7.2.2. Demonstrate behaviors that avoid or reduce health risks.	7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.	7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	7.12.2. Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
		7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.	7.8.3. Demonstrate behaviors that avoid or reduce health risks to self and others.	7.12.3. Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.

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Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

Standard 8	PreK-2	Grades 3-5	Grades 6-8	Grades 9-12
	8.2.1. Make requests to promote personal health (e.g., requesting healthy foods and drinks, avoiding second hand smoke, use of personal safety equipment, proper hygiene).	8.5.1. Express opinions and give accurate information about health issues.	8.8.1. State a health enhancing position on a topic and support it with accurate information.	8.12.1. Utilize current peer and societal norms to formulate an accurate health-enhancing message.
	8.2.2. Encourage peers to make positive health choices.	8.5.2. Encourage others to make positive health choices.	8.8.2. Demonstrate how to influence and support others to make positive health choices.	8.12.2. Demonstrate how to influence and support others to make positive health choices.
			8.8.3. Work cooperatively to advocate for healthy individuals, families, and schools.	8.12.3. Work cooperatively as an advocate for improving personal, family and community health.
			8.8.4. Identify ways that health messages and communication techniques can be altered for different audiences.	8.12.4. Adapt health messages and communication techniques to a specific target audience.

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The Oklahoma State Department of Education (ODSE) in conjunction with the Oklahoma State Department of Health (OSDH) shall develop curriculum and material for HIV/AIDS prevention education. (70 O.S. § 70-11-103.3). Please follow the ODSE & OSDH websites for upcoming curriculum framework and training.

To assist with CPR education, the Oklahoma State Department of Education will post on the ODSE website a list of instructional programs which are nationally recognized and are based upon the most current national evidence-based Emergency Cardiovascular Care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator. (70 O.S. § 70-1210.199).